June 2020

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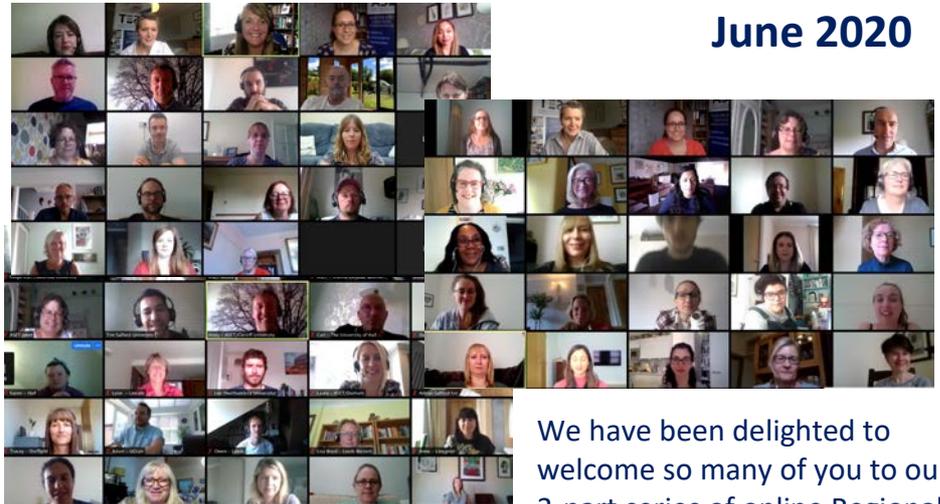
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ASET
The Work Based and Placement Learning Association

We are fully operational albeit remotely, please email with any enquiries.

aset@asetonline.org
www.asetonline.org
@ASETOnline   #ASETGoesOnline

We have been delighted to welcome so many of you to our 3-part series of online Regional Hubs over the last 3 months, and to facilitate discussion around how best to navigate a way through the complexities of Covid-19. You've displayed the openness and sense of community that marks out our membership. Through the sharing of experiences and challenges, you have found new levels of creativity and resourcefulness to translate ideas into fresh initiatives, and also found reassurance in the sound basis of existing good practice that can be drawn on in this time of crisis. Thank you to all who've joined with us to inspire and to support your colleagues across the ASET Community. Your latest insights and creativity are shared below in the output from this last in this series: **Covid-19: What's next for Placements.**

The ASET Team are now planning an even bigger online event for members. **#ASETConnect** will bring the whole ASET Community together. Taking place over 2 days **#ASETConnect** will offer an opportunity to hear from employers, from colleagues working in placements and work based learning across the globe, and feature a spotlight on current research with our **Research Showcase**. Find out how you can take part below, and save the date in your diary today.

Save the Date
#ASETConnect
8-9 September 2020

Debbie Siva-Jothy
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Covid-19: What next for placements?

Sharing good practice across the ASET Community.

Students

1. **What have you removed from your provision at a local or institutional level, and how will you justify this to students?**
   - We are at the point of contingency rather than removal, changing and looking at online projects
   - We are not losing or removing anything but adjusting and amending such as all meetings are virtual
   - We're advising depts. that short-term placements are moved to Semester 2 where possible
   - We are expecting overseas to be at the latter end of the academic year, if possible, but building in alternative options including online business consultancy projects
   - Lots of placements (particular short term placements) were finished early so academic module content had to be accepted on lower number of hours
   - We are aware that there will be many students who have had their placements withdrawn or not been able to secure a placement. We ran a webinar focusing on positive messages involving academics, student wellbeing and careers. Will be keeping up with supporting all these students
   - We are using Padlet before online sessions to open up the discussions beforehand. Really helps with engagement
   - We can't predict students' circumstances each year so it may be some are not in a position financially to pursue placement - even before the COVID climate
   - I have seen a real uptake in our Geography students wanting to do out placement module in Feb next year - problem I am now facing is delivering the quantity with COVID implications

2. **What have you adapted to fit to the new demands of the placement landscape, and what impact is that having on learning outcomes?**
   - We have incorporated a No Detriment policy on campus and therefore have adapted our placement, and other, assessment methods
   - We have drastically reduced the number of placement weeks allowed depending on which programme and contacted students (and employers) last month to let them know about this flexibility to encourage students not to give up looking
   - https://www.hesa.ac.uk/collection/c19051/a/mode#:~:text=Years%20of%20instance%20must%20involve,length%20of%20study%20(fields%20Instance
   - Alternative/additional pieces of assessment/coursework could be set, in some circumstances (certainly not all) to offset the "lost" weeks
   - Placements working from home are very good preparation for the new ways that we will be working for some time at least
   - We need to be clear on the difference between "virtual" placements and "remote" placements. Remote working - what we are all doing now. Virtual placements - project/task/skills based, perhaps through an organiser like Inside Sherpa, Virtual Internships. Shorter, several hours perhaps, students work when it suits them sometimes on the project perhaps

- I think it's knowing how to prepare students with the skills for remote working. It can be so lonely for some people and with mental health being a big area of concern for students, how do we prepare them?
- Here's our student-facing remote working guide
https://warwick.ac.uk/services/careers/workexperience/remoteworking
- For the placement finishing now, we changed the marking scheme and added a part discussing how COVID affected the providers in general and the students in particular if they had to cut the placement short
- Virtual and flexible placements will bring in some students for whom the typical offer doesn't suit their circumstances
- Need to be really clear what the learning outcomes for placements are to have a focus on what we must be looking to cover - even if we do 'lose' some of the less tangible benefits of face to face placements in the short term
- I wanted to introduce multiple short placements as an alternative but registry said they did not have the resources to process them
- How are you handling optional vs. mandatory placements? Is there more flexibility for either? Usually interrupt student who haven't found a placement that is mandatory to their programme, however, it could be that they don't find one again next year. What are your thoughts on this? Any practice suggestions?
- We've changed the structure of 'year out':
  - Allow a short extension to find placement
  - Extend placement report/assessment submission deadline
  - Shorter industry placement AND in-school placements / other summer placement to make minimum
  - All in-School placements
  - Replace with projects based on technical and employability skills OR dissertation projects for external agencies
  - CHECK these changes for potential issues with students who are on VISAs
- It depends on who determines something is 'mandatory' - if it is a professional body then many of them are being more flexible, if the university has deemed it mandatory then these are your own rules and you can change them
- Are other institutions putting in place alternative work-based learning if students cannot go out on placement? If so are you recording alternative WBL provision?
- We are looking at creating 'parallel academic activity' to support students if placements get interrupted
- Will some institutions "employ" students for placements/projects?
- We have a scheme where we offer short-term placement opportunities/projects within the different departments in the university
- We are also offering short term placements to students with our academics undertaking various projects in social science
- We had a number of students on placement with us 2019/19 in our dept, we have been really impressed with them! Unsure what will happen this year, likely to still recruit but at a later date
- Our careers team have noted an increase in students engagement with online learning - skills updates , workshops etc. far more than them turning up in person
- I have heard that students seem much more engaged with careers & employability services - including the normally non-engaged students

- We are working with our international office to see how we can integrate WBL into the Study Abroad year (some international mobility programmes are "planned" (as far planned as we can be!) for a Jan start so we are working to see what we can do with students in October to December
- I have not had much success emailing students, but have had better outcomes phoning them. Some are still keen to engage, but employers contact has not been very successful to date. Any ideas would be welcome
- Really important point about the need to be flexible navigating and responding to information as it emerges. It is a time where we can also work collaboratively to be creative in response to challenges
- Apart from Rate my Placement, Gradcracker, LinkedIn and Indeed what are other universities suggesting to students as possible job sites for looking for placements?
- Space Industry Network (SPIN) offer summer placements to STEM students
- Jisc Community of Practice (focusing on digital skills) Sign up here: https://digitalcapability.jisc.ac.uk/our-service/community-of-practice/
- **Scaffolding Digital Sessions:**
  - Pre-session materials or activities with embedded technology/content or resources
  - Real time sessions which include discussions and a Q&A (twice a week to ensure time zones covered)
  - Post-session consolidation activities
- Has anyone thought about how to convert workshops onto a virtual platform?
  - This is for online courses but a great place to start, a great starting point for creating a clear outline for your programme and how to structure it:
  https://www.youtube.com/playlist?list=PLsaOs4yfvSpDacI8JB3UPDAWy822Hck9r
- Biomedical lab placements seem to want to progress as normal, but as highlighted, how we can ensure our students receive the same support/vaccinations which are needed are uncertain without the university opening. How we approach a potential shortening of the project is something which needs to be explored
- Here too - our Biomed year long placements have been unaffected
- We're asking schools to consider how they might be able to support students remotely during Sem1
- The Covid-19 pandemic, and being slow to notice a previously disengaged student, has influenced me to contact students on placement more frequently. I am asking them to respond to me just to show engagement every 2 weeks. Hopefully this will make them feel that they can raise issues quicker as well as feel more connected and supported

3. **What is entirely new for your student provision in 2020/21?**

- RMP have been promoting: https://www.ratemyplacement.co.uk/blog/work-ready-virtual-experience-free/
- Some of employers offered more flexibility and were able to support students remote working from home on projects for the organisation
- If you've included more practical elements to a workshop or mock assessment centre, have you been able to replace them with a virtual version? FYI: We use Blackboard Collaborate recording our workshops
- We have also used Blackboard Collaborate. The only issue seems to be around only having 4 screens available so if you have more in the workshop you can't see everyone
- Teams has been really valuable for placement students - also many students seem to automatically assume that any online session will be recorded which is an interesting shift

- We've just dipped our toes into pre-placement briefings so have just embedded quiz's etc. We are yet to plan for next academic year
- Access is key and crucial issue. Bandwidth is too. Synchronous and asynchronous learning/sessions, think about the level of interaction needed or would be beneficial to the students learning experience
- I've been using WhatsApp voice note and it's great!
- Working with Alumni, particularly those who had to navigate the 2008 recession time and have been through a really challenging environment is a great idea
- I am working with employers for podcasts and vlogs
- We're looking at Alumni mentoring
- Some shameless self-promotion - a collation of alternative placement ideas from my LinkedIn account: https://www.linkedin.com/pulse/altplacement-sarah-flynn/
- Student mobility has also been on the decline in the last 15yrs, so where students might have left home to go to uni then left uni to move somewhere else to do placement there are fewer students willing to do this now. I'm a firm believer in having options available to suit the circumstances of all students. In an ideal world for me every course would be able to give students the choice of a sandwich placement, long summer internships, shorter FT vacation placements, a set number of hours/days that can be built up flexibility over a year/course
- We need to be clear on the difference between "virtual" placements and "remote" placements. Remote working - what we are all doing now. Virtual placements - project/task/skills based, perhaps through an organiser like Inside Sherpa, Virtual Internships. Shorter, several hours perhaps, students work when it suits them sometimes on the project perhaps
- The biomedical science programme I run placements for recently was redesigned to include blended learning and it's proving really valuable at the moment. These students are noticeably more confident, teamwork etc. But it took us 2 years to get it up and running so I agree that it takes a lot more thinking and development to get the best experience for students and staff
- Link to the QAA advice https://www.qaa.ac.uk/en/news-events/support-and-guidance-covid-19/work-based-learning-including-study-abroad
- I am exploring what a virtual internship could look like before doing a 6 month placement. So a combination of both
- Where previously placements had to take place within the 'working environment', now accepting virtual experience http://globalinternshipconference.com/
- If anyone is interested in Sport Developments, you might be interested in the support from CIMSPA https://www.cimspa.co.uk/

Employers

1. What approach are you taking to employer relationships for the year ahead?

- Still connecting with employers to discuss projects and placements, flexibility, revisiting WBL modules start and finish dates, need feedback from employers also on what will work for them given workplace set up, shorter, more project based and groups of students with 1 employer
- We have drastically reduced the number of placement weeks allowed depending on which programme and contacted employers (and students) last month to let them know about this flexibility. Many employers are still offering the full 12 months but its gives them the option to shorten placements if need be
- We are just starting to talk to our placement hosts but the majority of them are SME's and charities and they are still keen to be involved with our UG students
- one issue I have had is that students are still getting placements with companies but the university still hasn't removed the travel /Placement ban as of yet, so having to think outside the box and look at the students working with them as summer job to start with and then can amend it to a placement once the ban has been lifted at the university
- We are looking to engage employers in dialogue to better understand the issues from their perspective but also going forward considering the potential of a revised offer including virtual placements
- Trying to engage with employers but there is still so much uncertainty
- It can be difficult for us to keep our employer relationships intact while making sure students are safe
- Public sector employer issues with regards to students being brought in when potentially staff could be laid off. Could this cause problems with Unions etc?
- It's trying to plan against the unknown and plan B is a difficult conversation at the moment
- We are advising placement providers to consider WFH tasks up until early 2021, with front loading or reading and writing of introduction to the reports the students are required to write and submit. We are hoping they can be on site safely early next year. Surprisingly, some of the placements abroad are looking safer for on site working at the moment than those in the UK
- Need to ask the right questions when pursuing placement opportunities regarding flexibility, remote working, start date, etc.
- I can see we will need to offer advice to employers and work with employers about onboarding to help with understanding lone working issues for our students
- We offer support to employers on the difference between hosting a student versus an experienced hire, and we'll need to adapt that to emphasise the issues that are arising for these students in this context that will be different again

2. Have you noticed new patterns of behaviour, offers or expectations that require a different approach?

- For those looking to support SME;s/providing guidance to employers may find this information from the Chamber of Commerce useful:
https://www.britishchambers.org.uk/news/2020/04/coronavirus-hub-tips-on-working-from-home
Their specific COVID-19 Hub
https://www.britishchambers.org.uk/page/coronavirus?k=30cdfbcf8e205792be8adadf43630166035c27d5

- There are some good links here: https://www.hse.gov.uk/toolbox/workers/home.htm

- And here: https://www.acas.org.uk/working-from-home

- At another session someone raised the issue that a lot of employers were seeking tech advice from employer teams to support them in their digital offering

- We've had several students interviewed recently via Zoom/Teams. I found it makes doing a mock interviews via the same tech more useful/realistic for the students, so that's been a positive

- We are seeing some new opportunities with SME's who are innovating in their business

- Many firms will be using video interview for graduate roles so good prep for students, our Employability team have been doing Employer led webinars and careers consultants have been also doing mock sessions around applications, CVs and interviews

- Some very cautious, some not that understanding about the covid-19 situation. This has meant that I've had to check with our Health and Safety team meticulously and we have come to the decision that interviews have to be done online even if they go onsite if offered a contract

- Our departments offer part-funding that we can use as leverage although many employers are happy to fund. The majority are with SMEs who are more flexible

- Some employers are offering unpaid opportunities in lieu of a paid placement

- SME are more cautious and are initially promoting shorter 6 month placements as to traditional 9-13 month placements especially for postgrad roles around cyber security and data science roles

- I am seeing fewer roles in cyber security. However, software engineering and computer science is actively recruiting

- Some employers are having difficulties setting up alternative arrangements for assessment centres. Some of our employers find having to conduct interviews via telephone and would prefer face to face

- SMEs are more likely to commit to shorter placements for obvious reasons. There is more risk but also lots of opportunities

- Definitely don't want students to miss out on opportunities because we are over cautious

- Here's our guide for employers on hosting remote working internships
https://www.warwick.ac.uk/services/careers/employers/internships/options/warwick_employer_guide_to_remote_work_experience.pdf

- We've included some of these points in our pre-departure talks around remote working, professionalism but more needs to be embedded going forwards. It's also the working day structure. How often do we hear that they have "pulled an all nighter", students can't do that in a work place environment

- Also the support offered from large companies and SMEs could be different experiences for the student. I'm having discussions with SMEs who are still taking our students on around this subject. Some surprisingly haven't considered this area as part of their onboarding, which is very concerning!

Practitioners / Institution

1. **What is a new or desirable part of your skill set or knowledge base?**
   - Some colleagues have talked about a lack of support in terms of technology i.e. not having a lot of input from their HEP re getting to grips with the technology to go online
   - I've gained new skills introduced to Teams, Zoom not very good with technical stuff but I have improved
   - Sharing best practices, more time to attend webinars and various other virtual events sharing of best practices across different disciplines and help improving relationships
   - Have had students reaching out via Microsoft Teams IM as well, much more reactive
   - Any top tips on reaching students currently? What has worked well for your students and you too?
   - There are a million articles out there on remote working so we have referred students to research the area and have a read as it is getting more important
   - Cutting running costs and we are becoming greener (paperless)
   - Generally easier to have meetings with lots of people who are otherwise difficult to get in the same room at one time
   - More time to do tasks, less interruptions, I work harder from home
   - I'm enjoying the greater flexibility and being able to join more webinars
   - Remote working works well for cross-HEP working
   - Our employer engagement team are communicating more regularly We will be promoting blended learning- Digital and some face to face as lockdown eases further

2. **What are the internal challenges for you/your team/the placements agenda in 2020/21 and how are you managing these from a planning perspective?**

   - We're starting the academic year on 21st September with blended learning (face to face and online) with campus open
   - We're starting on 5 October with a blended approach
   - We have blended learning planned for the next term
   - Blended learning seems to be the most popular approach here
   - No commitment to anything at my HEP at the moment
   - We are looking at a transition back into physical placements process - early thinking and gaps but - what we would want to be assured of before students can go back
   - Bolton have produced an interesting video of what campus life will be like https://www.youtube.com/watch?v=yJKuGwVls7M
   - Not sure of the ins and outs of students being on campus but we're definitely looking at the "bubble" option

- our placement visits will be remote for the autumn
- As placements are so competitive, it can take a lot of effort and work to secure one placement, so to secure multiple ones could be risky as no guarantees. Also Schools would need to make a lot of changes to formalise these to be part of their course, as opposed to the formal sandwich placement
- The changes being discussed around the rewriting of the placement agreements (mainly the responsibilities of all the stakeholders) with regards to the new environment and their roles within it and the potential short fall on placement duration
- ISE estimate placements will be down by 40% this year https://ise.org.uk/global_engine/download.aspx?fileid=2A9B5901-8EAD-4E09-B23A-0B54892312B2
- We're not seeing that drop in Engineering/Physical Sciences
- Definitely variable by sector, region, industry and so on
- I think it may be too soon to tell. I am expecting July/August will be the crucial
- We are having to revamp all our risk assessments to include new working practices to ensure the new COVID-19 protocols and procedures are covered prior to agreeing a student placement
- We have additional content in our documentation to check against adherence to new Covid-19 protocols
- We've added a COVID-19 section to our placement information form and our risk assessment where students can include the information which has been provided by their employer, for example WiFi, PPE equipment, H&S company changes etc
- ASET Good Practice Guide for Health and Safety for Student Placements: https://www.asetonline.org/wp-content/uploads/2016/11/e-ASET-Health-Safety-for-Student-Placements-2016.pdf
- If a professional body requires external placements and will not reduce this requirement, and there is no time in the rest of the course to have placements, does this count as 'essential work' according to government guidelines, and therefore includes essential travel and essential living elsewhere?
- https://www.hee.nhs.uk/our-work/allied-health-professions/occupational-therapy-virtual-practice-placement?utm_source=Facebook&utm_medium=social&utm_campaign=SocialSignIn
- We are worried that if students don't secure a placement this year and come back straight into final year we will end up with a massive final year....numbers will be difficult to manage in a social distancing scenario
- We are rebranding our mandatory placement year as a work experience year. There is potential in any role and we have the backing of the Schools on board with us. It's making the link between transferable skills to an eventual grad level role. We need to look at each placement individually through the approval process. However we can "approve in principal" with the student (a bit like a mortgage in principle). But things like H&S need to be reviewed
- Great idea, and encourage students to have their 'own story' of this time period
- We run online careers events as a part of the standard offer, as well as the face to face events - these have been really successful
- We're taking an online Festival approach this year, to replace the big fairs, but also to then make space for new provision from placements colleagues
- We are going to run employer events live on line using Teams in the autumn.
- We ran an alumni Women in STEM event this term on Teams which was really successful - the students engaged with the chat function to ask questions and we had a 4 person panel.

- We have been approached by our alumni team to share our services and how alumni can get involved. Also looking at employer led short webinars. We're based in technology faculty so looking at technical skills based webinars, which we haven't done before. Looking mainly at planning events online till we get confirmation for face to face events

ASET Resources
Join us on **LinkedIn** – The Placement and Employability Professionals Group 1200 + members and growing daily. Request to join here https://www.linkedin.com/groups/1929302/

Follow us **Twitter** @ASETOnline

ASET Good Practice Guides

ASET Good Practice Guide for Work based and Placement Learning in Higher Education and TOOLKIT
ASET Good Practice Guide for Health and Safety for Student Placements
ASET Good Practice Guide for Supporting Students with Disabilities on Placement and TOOLKIT
ASET Good Practice Guide to Successful Work Based Learning for Apprenticeships in Higher Education

ASET Viewpoints
 1 - Paid and Unpaid Placements
 2 - The Benefits of Placement
 3 - HEA Recognition
 4 - Alumni Mentoring
 5 - The Consumer Rights Act and the Competition and Markets Authority
 6 - Making Effective Placement Visits
 7 - Insurance and visas for International Placements
 8 - Student Engagement
 9 - Student Resilience
10 - Degree Apprenticeships
11 - Troubleshooting for Placements – Everyday Troubleshooting
12 - Troubleshooting for Placements – Crisis Management
13 - The impact of budget cuts and steps to mitigate
14 - Making the most of technology to adapt to changes in work and placement opportunities

ASET Staff Development Workshops - Book Online
https://www.asetonline.org/events/staff-development-workshops/

#ASETConnect

Following on from our 3-part series of online Regional Hubs, the ASET team are now planning our next event for September. Over 2 days we will offer an opportunity for the entire ASET Community to come together online, as we continue to provide the assistance you needed during this extraordinary time.

Save the Date
#ASETConnect
8-9 September 2020

#ASETConnect will offer an opportunity to

- Hear from a range of employers about the issues they are facing
- Learn how your global colleagues are being affected by and reacting to the challenges
- Gain insight into new and current research
- Look to your own CPD with '20 min Toolkit' sessions
- Join in discussion around the Future of Work
- Reflect on all we've learnt and look towards the year ahead

We will be publishing further information on the ASET website in the coming weeks along with sign up details for this exciting event which will be Free of Charge to ASET Members. In the meantime take a look at the Call for Contributions below.

Call for Contributions: #ASETConnect

We are pleased to announce the call for research contributions for #ASETConnect. This is something new for ASET where the sharing of research will take the form of a **Research Showcase** - ****NEW****

Contributions are invited under any Placement, Work based learning, or Employability related topic, though in order to provide a framework for the event, submissions around the main theme of **Innovation** will be prioritised.

We are looking for recent research that has been carried out and will be providing an opportunity for you to share this with colleagues from the wider ASET Community.

Research Showcase: 3 slides, 5 minutes

Using only **three** PowerPoint slides, you will have **five** minutes to take us on a fast-paced, informative and entertaining journey through your recent research. This is an ideal beginning for first-time presenters, and a challenge for the experienced. Research topics will be grouped and time allocated for questions.

Presentation slides and the abstract from your submission will be included in #ASETConnect Proceedings.

Sharing your research can sound daunting, but it can be satisfying to create and to deliver, and brilliant for your continuing professional development. Remember: members are looking for practical take-home ideas, tools and messages to help them in their day-to-day practice. It is all about coming away with those **#ASETTopTips.**

Submit your Research Showcase abstract and accompanying PowerPoint slides using the #ASETConnect Submission Form available to [download here](#)**, to** [aset@asetonline.org](#) **by 12 noon Friday 17th July 2020.**

QAA - Contingency Planning for Placements

If you joined the recent [QAA webinar on Contingency Planning for Placements](#), you will be aware that ASET were invited to contribute to this event and have also been involved with the subsequent publication, [Contingency Planning for Placement Provision](#), and supporting [Case Studies](#). If you didn't get a chance to listen in on the day, and your institution is a member of the QAA, you can still [view online](#).

Additional resources for managing work based and placement learning during the Covid-19 crisis are also now available on the [QAA website](#):
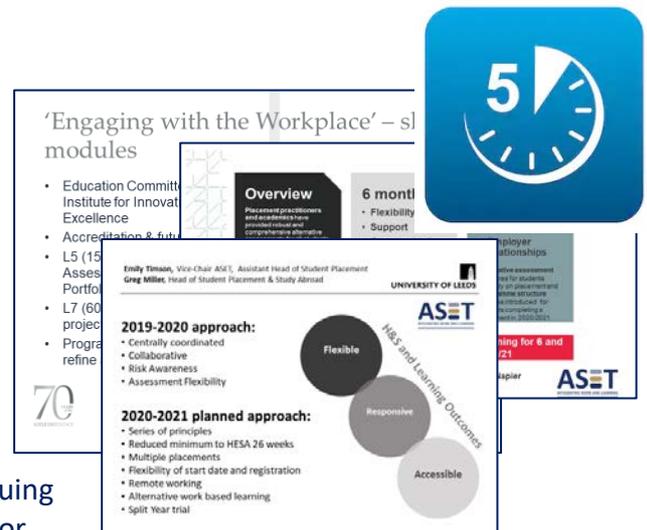
[Reaching Decisions about Placement Provision](#)
[Contingency Planning for Placement Provision](#), and supporting [Case Studies](#)
[Contingency Planning For International Placements ('Mobilities')](#)
[The Impact of Covid-19 on Higher Education in Apprenticeships: An Overview of The Challenges Facing Higher Education Providers](#)
[Covid-19: Thematic Guidance - Work-Based-Learning (Including Placements / Partnerships / Apprenticeships / Study Abroad)](#)

Working collaboratively with the QAA was a rewarding experience for the ASET Team and, with such broad crossover in our organisational membership, we were delighted to be able to share the outcomes with you.

Staff Development Workshops – Online programme

As online becomes the new normal for all of us, it has been great to see so many of you taking advantage of the opportunity to access our staff development workshops. Just two more sessions in the current programme, before we take a break over the summer.

Our sessions offer the same content, with Covid-19 enhancements, delivered by the same trainers via Zoom, and delegates receive all materials via email. Sessions run from 9.30 – 1.30, with plenty of breaks, and, reflective of the change to home-based delivery, our prices have been lowered:

£125 ASET Members (£275 ASET non-members)

BOOK ONLINE

Workshops at a glance:

Ref.	Workshop	Date
RAP	Resilience and Placements video	30th June
SSDP	Supporting Students with Disabilities on Placement video	8th July

Resilience and Placements (RAP)   video
Tuesday 30th June 9:30-1:30

In this practical and participatory workshop, the salient topic of resilience will be explored by our facilitators in the context of placements and work-based learning and a world where the future of work is changing. How does resilience (or a lack of it) manifest itself? What can placement practitioners do to support the building of student resilience whilst they navigate the choppy waters of recruitment and selection? What techniques can be put to use to strengthen resilience whilst students embark upon the start of their professional working lives on placement? How can we reflect upon our own capacity for resilience and how can we utilise this to inform our work in HE? Drawing upon a range of perspectives including mental health and growth mind-set theories, ideas will be shared and discussed to enable delegates to create a tool kit of suggestions and approaches.

Supporting Students with Disabilities on Placement (SSDP) video
Wednesday 8th July 9:30-1:30

The aim of this interactive workshop is to provide advice and guidance on the support of disabled students to those working in work experience, work based learning and placement roles, as well as encouraging dialogue and discussion amongst delegates. The following topics will be covered: An overview of the Equality Act; how does it help disabled placement students and how can you help employers interpret and understand what the Act means? Guidance on assisting students with disclosure in the recruitment process. Should they disclose or not? If so, how and when should they disclose? Case study examples to highlight placement success stories. Further resources and support available to students and employers, and others involved in placements.

CPD Corner

Nicola Bullivant-Parrish, Learning and Development Advisor, ASET.

I saw an excellent meme today (and there are so many good ones about at the moment) that said, "So, in retrospect, in 2015 not a single person got the answer right to "Where do you see yourself 5 years from now?". We can all nod our heads to that one, I think. None of us could have really imagined we would have to flip our mode of working to 'at home', possibly with families/ home-schooling children, whilst also working and delivering content to students with little notice and almost no preparation. And it is hard. I don't think there's an elephant in the room on that one.

The challenges are too numerous to list comprehensively – but include; effective time management, using new technologies, moving content previously delivered face-to-face to online platforms, navigating all those platforms and technology, working with colleagues remotely, producing content to meet students' needs now, and in the near future, the labour market and availability of placements, how to assess placements going forwards – the list just goes on….

When I was an HR Manager, I attended a CIPD event entitled "Cobblers Children Are the Least Well-Shod". The title, alongside the excellent content, resonated powerfully with me at the time, and I think it is fitting now for all our ASET members. You are working intently to deliver the best you can for your students and also, trying to ensure they are kept abreast of the latest information on University services available, to support their mental health and wellbeing, but we should not forget our own wellbeing. It is essential to ensure our own cups are full before we can fill the cups of others.

Our online event in September, **#ASETConnect** will speak to this important issue, through the 20 min Toolkit sessions from ASET Trustees on a range of topics including Managing Workloads. We look forward to joining you there: SAVE the DATE 8-9 September.

For now, remember to take it easy on yourselves. Take a break. Reach out and connect with those in your institutions who can help you. You don't need to "go it alone", seek out input and advice from those who have the knowledge and expertise that you need. Be kind – particularly to yourselves. We all need to demonstrate self-care and kindness to self. And remember, whilst it is commendable to aim for the very highest standards and to deliver services to students and employers you can be proud of, sometimes it's important to keep in mind that good enough is just that; good enough.

And Finally

The next ASET members' e-Bulletin will be issued in July.
Please forward your news/copy to aset@asetonline.org by Friday 17th July.

In the meantime ….. Stay safe and keep in touch.

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